

Technology Plan

St Thomas the Apostle School

2007 – 2010



TECHNOLOGY PLAN SUMMARY SHEET

District: St. Thomas the Apostle School

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Years Covered by this plan: 2007 to 2010

Start Date of Plan: July 1, 2007

End date of Plan: July 30, 2010

Date of next state review (3 years from start date) June, 2010

Intermediate School District: Kent Intermediate School District

Intermediate School District Code: 41-010

URL for Technology Plan: www.stthomasgr.org/docs/techplan.pdf

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ST THOMAS THE APOSTLE SCHOOL

School Buildings

- *St. Thomas the Apostle Parish School
1429 Wilcox Park Dr, SE
Grand Rapids, MI 49506*

*District Code: 41010
School Code: 4036*

Size: 327 Students

*1 building with 2 stories
14 Full Time teachers, 4 part-time teachers,
2 part-time aides*

Grades: PK-8th grade



St. Thomas the Apostle School is located on the east side of Grand Rapids, Michigan in the Easttown neighborhood. Easttown is a particularly diverse community, ethnically, socially, and financially. Homes in this immediate neighborhood surrounding school can vary drastically from under \$50,000 to the south and west to \$240,000+ to the north and east. The school is nestled in between the Fulton Manor Holland Home, Aquinas College, and a residential neighborhood.

St. Thomas the Apostle School is fully accredited through Michigan Non-Public Schools Accrediting Association (MNSAA), through whom it earned the 2007 “School of Distinction” Award. It is a preschool through 8th grade Catholic School with approximately 327 students. It is a parish school whose students reside in a variety of neighborhoods with different proximities to the school and reflect many economic backgrounds. It has a strong commitment to living the Catholic faith and a rich heritage in sacramental preparation and religious formation. St. Thomas school is also proud of the way we have integrated technological tools to enhance the learning environment.

St. Thomas the Apostle School employs 2 full-time administrators, 14 full-time teachers, 1 full-time secretary, 1 full-time technology coordinator, 1 full-time maintenance supervisor, 8-10 part-time support staff members, and various stipend and non-stipend volunteers.

Our School’s Mission Statement

St. Thomas School Community prepares children for life in a respectful and supportive environment by providing a dynamic education which is centered in Christ.

ST THOMAS THE APOSTLE SCHOOL VISION AND GOALS

Background of your technology planning initiative:

Date: April 2007

Fourteen years ago, our principal Dave Faber began a community wide campaign to establish a computer lab. Through private donations, fund raising, and grants, a 23-workstation lab was created. These were networked within the computer classroom. The lab was located and connected to the library to create a media center. The library computer was integrated into the network. The librarians began the long process to automate the card catalog for easy retrievals. Next, we added multimedia computer stations and printers in all classrooms and included them on the LAN. Television monitors with VCRs were mounted in every classroom and wired for networking. Next, telephones with voice mail were added to every classroom for improved communications. Nine years ago, video cabling was completed and digital cable was networked to all classrooms as well as the ability to broadcast from two separate locations within the school. The network cabling connecting all of the classrooms to the file servers as well as the school office was upgraded to CAT5 to improve digital communications within the school infrastructure. As an ongoing project, all of the computers have been upgraded since the beginning of this project. A continued goal is to replace 25% of the existing computer technology every year to keep abreast of computer trends. Mini-pods have begun to be developed in every classroom. Every classroom has at least two computers that are networked and connected to the rest of the school. Internet access is available to all computers with appropriate filters and blocks in place to restrict access to inappropriate web sites.

Four years ago, a 20 station mobile cart was developed and integrated into the school network. Two years ago, a 29 station Freedom to Learn mobile cart was integrated into the 6th grade curriculum. Wireless access has been installed in two classrooms with plans to grow further over the coming years.

Annually, technology needs are reviewed by the technology coordinator with the assistance of the principal, financial administrator and facilities committee. This is done to ensure that immediate concerns are reviewed and implemented as needed as well as to prepare for future expansion and upgrades.

School technology **vision/mission** statement:

St. Thomas the Apostle School is compelled to move deliberately and in measured steps to build a technologically rich instructional delivery system that will prepare our students to be successful in the 21st century.

Education in the 21st century must facilitate a custom style of delivery designed to integrate information, curriculum, and technology with each student's unique learning needs and style. This new structure insures continuous individual student growth along clearly defined outcomes. The teacher becomes a coach, monitor, and collaborator while performing in a classroom that serves as a learning laboratory. This classroom environment will enable and empower students to access information at more individual levels through the careful integration of technology.

Major goals of the technology plan (related to long-term vision and school/district mission):

- Upgrade existing technology and incorporate new technology
- Provide participants with the opportunity to use technology as a tool for presentations, demonstrations, lectures, and hands-on activities both in the lab and classroom environment.
- Continue to research and pursue technology which is conducive to various learning strategies and styles
- Implementation of an upgraded electronic student management database
- Continue to develop technological tools to facilitate more electronic communication between home and school.

Goals for district **teachers and students** is to

- become familiar and comfortable with new technological tools for education
- understand how technology can be incorporated to enhance the learning process
- reinforce the curriculum by using technology as a tool within the classroom and lab environments
- provide timely training in new and existing technologies for teachers and students
- require teachers to develop at least one personal goal to use and/or incorporate technology into their classroom and instruction.
- continue to provide necessary resources for faculty and staff for training and using technology within the curriculum

ST THOMAS TECHNOLOGY PLANNING TEAM

List the members of your district's technology planning team here:

Name	Position
• Dave Faber	Principal
• Octavia Houtekier	Asst. Principal
• Dawn Olney	Financial Administrator
• Troy Giambenadi	Facilities and Technology Chairman/Parent
• Maryly Skallos	Technology Coordinator
• Suzi Furtwangler	Teacher
• Julia VanderMolen	Parishioner
• Keith Barth	School Parent
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The members are representatives of the school staff, parish staff, and school families. Members of this committee are selected by staff position and by volunteers who are interested in promoting technology into the educational arena. The duties of the committee are to oversee the future of the technological program, provide input for future expansion, recommendations of purchases, and future plans.

The approval process of the technology plan is on-going. The plan is reviewed annually for compliance and guidance with an in-depth review done every 3 years for updating, for future developments and long range planning.

CURRICULUM

A. Goals and strategies aligned with challenging State standards, for using telecommunications and technology to improve teaching and learning.

- Integrate the Grand Rapids Diocesan Grade Level and Technology Curriculum with the National Education Technology Standards (NETS) for Students, Teachers and Administrators.
 - These documents are reviewed bi-annually to reflect changes in technology and to ensure their on-going effectiveness.
 - Specific technological and curriculum goals can be found in the Diocesan Grade Level and Technology Curriculum guide.
- For special needs students, arrangements are made to meet their individual needs. Examples follow.
 - A Palm Pilot with keyboard for a middle school student whose handwriting was poor. This gave him the ability to take notes, and do writing assignments
 - A laptop was used during standardized testing for writing exercise for a middle school student
 - Changing computer settings to meet the needs for physically impaired students and teachers
- Promoting critical thinking. Example follows:
 - Through the use of the mobile laptop cart in discussions of topics such as Salem Witch trials, religious vocations or holiday celebrations.
 - No printing was allowed during these times, which forced the students to read and understand what they read.
 - They either took notes or immediately discussed their topic with other students. Students had to use search engines to find their topics.
 - Evaluation of the validity of internet research and the selection of good resources rather than poor resources.
 - 5th grade students designed a Mayan artifact based on online research
- Technology resources are available to all.
 - A 25 station Computer Lab that is scheduled for students 5 days a week.
 - A 23-station mobile laptop system that is scheduled on an as needed basis. The Technology Coordinator assists teachers and students with the cart to ensure smooth operations.
 - Electronic microscopes available in the Art/Science room for teachers and students to use during their science classes.
 - TV's and VCR's available in all classrooms.
 - Voicemail is available to all teachers in all of their classrooms.
 - Internet is available on all computers (both the computer lab and the mobile carts).
 - Web cams available in several classrooms.
 - A FlexCam available for teachers to use within their classroom. For example, the Flexcam was used within the Middle School Science class while they studied the bones of the human body. This camera made it easier for the science teacher to demonstrate the location of bones, how to do the different lab projects, and to be able to focus on things that were very small.

- A digital telescope was donated to the school and has yet to be integrated into the curriculum. The telescope will be featured in an upcoming Technology Showcase with Teachers.
 - A digital camera is available upon request from the school office for all school and classroom functions. Many of the teachers have been awarded digital cameras for their classroom use. Projects such as claymation stop action sequences, telling a digital story and other activities have utilized this technology.
 - A digital camcorder is also available upon request. This has been used to video tape various classroom plays as well as for short educational movies that will be used in future classes.
- We have on-site a technology coordinator who continuously maintains and updates the technology resources throughout the building and prioritizes the needs. She works with a technology committee seeking ways to update or enhance our current hardware and software through grants, private donations and upgrades.
 - Our technology showcase ensures maximum awareness of technology resources.
 - Through the setting of yearly professional goals, our principal requires the teaching staff to integrate one technology goal effectively into instruction.

B. Strategies that are based in research and that integrate technology into curricula and instruction for purposes of improving student academic achievement and a timeline for this integration.

- Finding curriculum that is based on integrating technology throughout the subject matter. This is an ongoing process.
- Develop our own curriculum to integrate technology into the curriculum. This is done on an as needed basis.
 - Using open source software, interactive testing materials have been developed in the 5th grade for pre-testing purposes.
 - Using PowerPoint and the teacher's voice, the 5th grade teacher has developed various science tests. The 5th grade teacher created a talking science test for her students using PowerPoint and the sound recorder on her computer. Now her students see the test on the TV monitor, hear the test, and answer the questions. In actual practice, scores improved dramatically by as much as 40 points and the time to take the test was reduced from 45 minutes to 20 minutes. This teacher continues to create talking tests for her science students.
 - The use of the mobile laptop cart increased the types of short stories being written in the Middle School language arts classes. These stories were longer in length than previous years as well as the quality was improved. The middle school teacher was both surprised and pleased with the results.
 - The use of a digital camcorder to recreate the Trojan and Greek war in a movie form with middle school students was a learning process for both the teacher and the

students. The students occasionally corrected the teacher when he would forget which god was on which side of the war during the filming. The students also critiqued each other in their verbage and manners depending on which god they were portraying or which group of soldiers they were representing. Then a student took on the role of editing the film for later viewing with the rest of the class.

- Technology integration into the curriculum is mandated by both the Diocese of Grand Rapids superintendent and the principal. (This began 13 years ago and is constantly being reviewed and improved on a yearly basis.)
- During the monthly School Improvement meetings, there is always time set aside for sharing of new technology in our building as well as sharing ideas of how to use technology. Discussions that include effectiveness and improving student academic achievement are encouraged. This strategy is used for professional development.

C. Strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance-learning technologies.

- The use of available equipment on an as needed basis.
 - This includes the 23 station mobile lab. This was placed into operation for teachers to use within their classroom. Two examples where this strategy was used are: (1)these laptops have been used do research on the rainforest with a cooperative lesson which includes partnering 8th graders with 3rd graders. (2) The 5th graders reviewed online interactive exercise on the Mayan and Incan culture as well as learning how archeologists unwrap a mummy and learn from those mysteries.
 - There is a twenty-five station computer lab. This lab is scheduled five days a week. All students excluding Kindergartners are scheduled for two days per week with a certified technology teacher. They focus on activities that are curriculum based and age appropriate. Kindergartners are scheduled in the computer lab one day per week for 30 minutes where they are assigned age appropriate curriculum based assignments.
- There is continuing discussion of integrating computer software/hardware for teaching foreign languages such as Spanish. Integration of the Web for classroom instruction. Students surf the Web using Yahoo!igans! <<http://www.yahooligans.com>> and Google.com <<http://www.google.com>> for topics such as Michigan lighthouses, counties, famous people and for current events such as biographies of Columbia astronauts who died on February 1, 2003.
- The shared-time computer teacher is investigating various Spanish teaching programs to be integrated into the 6th grade Spanish curriculum for speaking, reading and writing enhancement to the Spanish program to be used within the computer lab for the upcoming school year.
- The Virtual High School is not used since our highest grade is 8th grade.
- The Virtual University is not used due to time constraints and other teachers taking classes from local universities in the traditional method.

- The primary reason that online courses could be used would be if we lost funding for certain classes such as shared time Spanish class.
- Online classes could be used with students who need more of a challenge than what is being offered in the classroom. This would be for students who were self-motivated and self-disciplined. Before online classes would be offered, a team of administrators, teachers, parents, and technology staff would plan such an approach. Implementation would be done by a smaller team of teachers and tech staff. The evaluation process would be done by the team who planned the course. The online courses would first be purchased outside of the district but might eventually be developed in-house.
- Participation in the Freedom to Learn Act with the Grand Rapids Public School system was implemented into our curriculum. The 6th graders have access to the laptops according to their curriculum needs.

D. Strategies to promote parental involvement and to increase communication with parents, including a description of how parents will be informed of the technology to be used with students.

- The Technology and Facilities committee give monthly updates to the Education Commission on the progress of the plan. This committee will review this plan yearly as part of its annual goal for the school.
- Membership to the Facilities and Technology committee is open to all parents, teachers, administrators, and staff who wish to get involved. A request for new member is issued in the Spring and Fall. The committee welcomes all ideas and suggestions from anyone outside of the committee.
- Information will be shared to the community via the bi-monthly newsletter, the school annual report, classroom newsletters, and our school website. Teachers' weekly newsletters are posted on the school's website for viewing and bi-yearly Parent/Teacher meetings are held so that parents can learn about the technology being used within the school. Finally the school holds a Community Open House and Start of School year meetings.
- Parents can access school information from the school website <www.stthomasgr.org>. This address is published in the bi-monthly newsletter, introductory letters when they are inquiring about the school, marketing brochures, and school business cards.

E. Strategies for developing the program, where applicable, in collaboration with adult literacy service providers.

- Currently, we do not provide any adult education courses, continuing education, ESL, or GED within our building. Therefore, we do not have any adult literacy providers represented on our planning teams or during the planning stages. This would have to be something that is addressed in the future. Topics such as adult literacy needs, collaborations between school and local organizations that promote adult literacy and required resources would have to be investigated and evaluated.

PROFESSIONAL DEVELOPMENT

- F. Strategies for providing ongoing, sustained professional development for teachers, principals, administrators and school library media personnel to ensure that staff know how to use the new technologies to improve education or library services.**
- We use a professional development strategy that focuses on integration into the curriculum and classroom rather than focus on skill development. This is aligned with the administration goals and objectives. The basic skill development has been met by majority of the teachers. For those that haven't been met, a plan is in place for teaching individuals the basics such as word processing, spreadsheet, and database.
 - For the integration, we use a strategy called Technology Showcase. This showcase affords teachers the opportunity to show how they use technology within their classroom.
 - For example, using a digital camera and appropriate software, a claymation project was completed. This allowed the students to use their auditory, visual, and cooperative skills to complete the project.
 - Our Kindergarten and first grade teacher sends emails to parents who have email access so they can respond quickly to requests and suggestions. This has opened up communications between teacher and parents.
 - After demonstrating the use of a computer microscope to the teachers, the fourth grade teacher requested occasional use of the microscope with her class to view the difference between soil and sand as well as a wiggly worm. Subsequently, a microscope was permanently placed in the class so they can look at various items quickly and effectively during a classroom discussion.
 - For the support staff, training is provided on an as-needed basis. A student information system was created using Microsoft Access and will soon be replaced by a more robust student information system. Training will be provided so additional reports and queries can be created that meet the needs of the users.
 - The technical staff attends annual conferences where new technology is introduced, demonstrated, and taught.
 - Our Technology Showcase demonstrates integration rather than skill development.
 - This is a monthly demonstration that is currently scheduled during the School Improvement meeting.
 - This type of professional development is identified by the Technology Coordinator or School Principal.
 - These are best practices in learning and teaching.
 - General resources and strategies ensure that staff is ready to use and maintain technology for teaching and learning.
 - The use of in-house surveys to determine the ability of the current staff.
 - These surveys are reviewed by the Technology Committee.
 - The reviews help the Technology Committee prioritize needs and desires of the staff and student body.
 - The most recent survey was taken in February 2007 and is currently under review for modifications to training.
 - On-site visual review of staff's abilities
 - Comments and concerns from end users are directed to the Technology Coordinator
 - Technology Coordinator then determines best method to give instructions

- Written instructions specifically for the end user
 - Books and on-line tutorials
 - Words of encouragement
- There are many books and training materials located in the Teacher Resource room at school.
- Many teachers attend seminars during their various conferences to improve their technological skills. This information is then shared with other teachers during weekly staff meetings.
- Teachers and staff take classes from KISD as well as from local community education programs.
- To determine the needs for professional development, we use the NETS as a checklist for their abilities and requirements. The needs are identified through surveys and visual confirmation by the technology coordinator and the principal. The website <http://iste.org> is used for this purpose. In 2003, all teachers and students took the TAGLIT survey and a data summary was published. In February 2007, all 4th grade through 8th grade students and all teachers took a similar survey. The results of this latest survey is currently being reviewed and compared to the 2003 survey and will be used to determine need, timeframe and best method of implementation. This should be completed by June 2007.
- There are no monetary incentives for achievement of higher technology competency. However, there are verbal and written recognition from peers, administrators, and supervisors when individuals use their technology competencies. Usually 2 to 3 times per month, the school principal recognizes individuals during the weekly morning staff meetings for unusual or outstanding technological performance. This could range from a simple newsletter to a video broadcast service.
- Currently there are no specific trainings for applications such as Michigan Electronic Grants Systems (MEGS) or the Single Record Student Database (SRSD). For the staff involved with finance, training was purchased at the same time as the software was purchased and installed. A maintenance agreement includes phone support as needed.

G. Strategies and supporting resources such as services, software, other electronically delivered learning materials and print resources that will be acquired to ensure successful and effective uses of technology.

Basic Supporting Resources

- Manuals and printed materials for support are located in the technology coordinators office and teacher resource room. Some are featured at our staff meetings.
- Teachers have access to REMC materials and the local library system for various resources.
- Our website needs to have added features for training modules for students as well as for teachers alike.
- We currently have training software such as Cornerstone, Type to Learn, as well as Microsoft products for training.
- No-online services are subscribed to at this time due to cost constraints However, education websites that offer free online software training is utilized by the students and staff.
- We adhere to the Diocesan Technology Curriculum for student competency which is based on community needs, NETS, and teacher expectations.
- Teachers can take courses from KISD as well as from local community education programs.
- There has been no discussion of using resources from the International Society for Technology in Education (ISTE), Instructional Technology Across the Curriculum (ITAC) and Technology Standards for School Administrators (TSSA).

- Our principal has participated in the Gates Leading the Future Series of trainings for school superintendents and principals.
- Our school principal encourages the collaboration of technology and curriculum coordinators including teachers to plan together so that software, services, and resource acquisition link directly to current curriculum priorities. This is especially true when grants are being applied for.
- Where available, staff and students have access to tutorials that help in the learning process. These are available from the software developer, web-based resources or done internally to meet our needs. Many times students, teachers, administrators, and/or staff find free tutorials on the Internet that meet their needs.
- We are looking into videoconferencing for learning and operational goals. However, at this time, this is not offered.

INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE

- H. Strategies to identify the need for telecommunication services, hardware, software and other services to improve education or library services, and strategies to determine interoperability among the components of technologies to be acquired.**

Existing Computer Hardware:

- 60 PC-compatible computers
 - Processor: Pentium IV or higher
 - Operating System: Win XP Pro.
 - RAM: ranges from 512MB or more
 - Hard drive capacity: ranges from 40GB to 80GB
 - VGA compatible video cards
 - PCI Network cards
 - Sound cards
 - CD-ROM
 - Floppy drive
- 2 Pentium Intel Xeon CPU 3.06 Ghz servers
 - Operating System: Windows 2003 server, service pack 1
 - RAM: 1GB
 - Hard Drive: 68GB with RAID 5, 118GB with no RAID
 - VGA Video
 - PCI Network card (100/1000MB)
 - CD-ROM
 - Floppy Drive
- Pentium III CPU
 - Operating System: Linux
 - RAM: 512MB
 - Hard Drive: 30GB
 - Purpose: Web server and school Internet filtering system
- Printers
 - Hewlett Packard LaserJet 2100TN
 - Located in school office
 - Networked
 - Hewlett Packard LaserJet 4000
 - Located in school computer lab
 - Networked
 - Hewlett Packard LaserJet 4000TN
 - Located in teacher workroom
 - Networked
 - Hewlett Packard Inkjet 882C
 - Located in school computer lab
 - Not networked but shared
 - Canon S530D Color Printer
 - Located in the school office
 - Not network nor shared
 - Hewlett Packard LaserJet 4000TN

- Located in Middle School Language Arts class
 - Networked
 - Future Purchase: Scanner/Copier/Color Printer
 - To be located in school office
 - For the purpose of color images and scanned documents
- Mobile Cart
 - 15 Pentium 4 Toshiba laptops
 - Hard Drive:40GB
 - RAM: 256MB, recently upgraded to 512MB
 - CD-ROM
 - Wireless network card (54Mbs)
 - 8 additional laptops
 - various manufacturers
 - Hard Drive: 20GB to 40B
 - RAM: 512MB
 - CD-ROM
 - Wireless network cards (11Mbs or higher)
 - 29 Freedom To Learn laptops
 - Hewlett Packard with Celeron processors
 - Hard Drive: 30GB
 - RAM: 512MB
 - CD-ROM
 - Wireless network card (11Mbs)
 - 1 Teacher Freedom to Learn Laptop
 - Toshiba manufacturer with Pentium IV processor
 - Hard Drive: 50GB
 - RAM: 512MB
 - CD-ROM
 - Wireless network card (54Mbs)

Network Infrastructure

- Building completely hardwire with CAT5 cabling
 - One drop in every classroom
 - Four drops in school office
 - One drop in administrator's offices
- Wireless network with mobile cart (two systems for 54Mbs speed)
- Fiberoptic cabling between buildings and connecting to XDATA for Internet access
- Coax cabling throughout the school building for in-house video broadcasting and digital cable
- All classroom TV's hooked to digital cable in the classroom
- This is reviewed annually for compatibility and feasibility

Software

- All computer stations have Microsoft Office Professional 2003 installed
- All computers in the computer lab have the following software installed
 - All software listed above
 - Cornerstone and SkillsBank instructional software
 - Wild West Math

- StoryBook Weaver
- Type to Learn 3 Network version
- Picture Phonics
- Inspiration 7.5
- HyperStudio 4.5
- RollerCoaster Tycoon
- Variety of education websites such as GeoSpy and iknowthat.com
- Internet Explorer
- All software is reviewed annually for compatibility and feasibility

Telecommunication

- Complete digital phone system for school office, all classrooms, and teacher's lounge
- XDATA connection for Internet access
- This is reviewed annually for compatibility and feasibility

Network Security

- Every 6th to 8th grade student is issued a user name and password for access to the network
- Every teacher and administrator is issued a user name and password for access to the network
- Students in grades K through 5th use a class wide user name and password
- There is a firewall preventing unauthorized persons into our network as well as specific types of files from accessing our network
- There is an active filter on the entire network preventing inappropriate web pages from being downloaded

Technical Support

- Full-time technology coordinator who doubles as a repair/maintenance and technology support person
- Access to websites that specialize in FAQ's, updates and solutions to common problems
- Specialists are called when needed due to too much work and beyond the technology coordinator's ability
- A network support contract has been added as a feature of our 2007/08 school budget and we are currently evaluating bids for this purpose. A company will be selected to begin by July 2007.

Maintenance and repair

- All computers are cleaned, dusted and visually reviewed annually
- Computers that have trouble reported are recorded and logged for future review
- TV's and VCR's are cleaned annually and visually reviewed for damage/repair
- When needed, electronic equipment is repaired on-site or off-site depending on the unit and complexity of the repair
- A scheduled replacement rate of 25% per year is projected

Support Procedures

- There is a procedure in place for determining the best way to contact the technology coordinator. If the problem is not needed immediately repaired, an email or voicemail to the technology coordinator is sufficient. If the need is critical, then an immediate page is sent for the technology coordinator who responds as soon as possible. If the technology coordinator has determined that the network is in "Crash mode", then all requests are forwarded to the school office to be held until the critical nature of the network has been lifted.

- Teachers are taught about on-line services that can support the software they use within the building.
- Peer-to-Peer teaching is encouraged within the school for support of the various software packages.
- Teacher-Parent mentoring is scheduled as needed
- Reference materials (both printed and electronic) are available to teachers and staff in the school resource room and the technology coordinator's office

Professional Development for Technical Staff

- Seminars that are included at MACUL and other locations
- Books from the local library and bookstores
- Tutorials included with software
- User-group memberships

I. Strategies to increase access to technology for all students and all teachers.

- Every student in the school with the exception of Kindergartners and Preschoolers are scheduled in the Computer Lab twice a week – one for computer training and the other for computer application training. Kindergartners are scheduled once a week for computer/computer application training. Preschoolers do not receive any formal computer training in their class.
- Every classroom has at least one computer that is available for student and teacher use. All support staff have at least one computer assigned to them for their particular use. There are also computers available for volunteers who work in our school.
- When the computer lab is not available for a class use, the mobile laptop cart is then assigned for that particular classroom during the time needed. Some classes have less than 23 students in the class; every student would have a laptop made available to them. In classes where the size is greater than 23, the classroom computer is also used and on the rare occasion, students may be sent to the computer lab to use extra machines or double up with classmates depending on the assignment.
- When the mobile cart is used, a wireless network system is made available allowing students to work anywhere in the classroom. The classroom computer and the computer lab computers are all connected to the Ethernet hardwired system for security issues.
- All of our teachers are encouraged to utilize technology with content that will enhance the achievement of all students regardless of gender, socioeconomic status, race, ethnicity or special needs. Extra effort is made to ensure that all students and staff are treated fairly and without bias.
- Through the use of the Internet and great websites, teachers have been able to engage all students regardless of gender, socioeconomic status, race, ethnicity or special needs for different discussions and research. For example, the middle school history teacher had students use the mobile cart to investigate the Salem Witch Trials. He had them specifically look for those individuals who were charged as being a witch, how were they charged, what was their backgrounds, etc. Since all students had a laptop for this exercise, everyone participated and discussed their findings in a very engaging and informal format.
- All staff and faculty are instructed to create positive, supportive learning opportunities that are hands on experiences with technology resources and high quality content for all students.

No student is denied access to school technology due to gender, socioeconomic status, race, ethnicity or special needs.

FUNDING AND BUDGET

J. Timeline and budget covering the acquisition, implementation, interoperability provisions, maintenance and professional development related to the use of technology to improve student academic achievement.

Budget and Timeline

Category	2007/2008	2008/2009	2009/2010
Details			
Salaries and Benefits	\$ 56,817	\$ 58,522	\$ 60,277
Network support	\$ 12,000	\$ 12,360	\$ 12,731
Hardware and network costs	\$ 1,000	\$ 1,030	\$ 1,061
Maintenance and service costs	\$ 2,650	\$ 2,730	\$ 2,811
Software and curriculum support	\$ 2,200	\$ 2,266	\$ 2,334
License agreements	\$ 1,500	\$ 1,545	\$ 1,591
Replacement Costs	\$34,650	\$39,275	\$41,775
Replace Laser Printer - school	\$0	\$0	\$0
Replace Laser Printer - office	\$0	\$0	\$0
Replace school desktop computers	\$0	\$0	\$0
Replace office desktop computers	\$17,500	\$18,375	\$18,375
Replace laptops	\$8,775	\$18,900	\$18,900
Replace server in school	\$0	\$0	\$0
Replace server in office	\$0	\$0	\$2,500
Add perm. Wireless access in 2nd fl. school	\$7,200	\$0	\$0
Miscellaneous upgrades & improvements	\$1,175	\$2,000	\$2,000
Professional Development	\$3,000	\$3,000	\$3,000
Technology Coordinator	\$1,850	\$1,850	\$1,850
Teachers	\$1,000	\$1,000	\$1,000
Administrators & staff	\$150	\$150	\$150

Salaries and Benefits cover the cost of one fulltime technology coordinator/PC repair person. This allows the school to react in a timely fashion for requests, repairs and upgrades. This is the main focus for technical support.

The hardware and network costs are minimal. There is no anticipated physical growth due to facility space limitations. There is already Cat5e internal cabling for the network. We also have a few wireless hubs in place that allows for future growth with laptops. Any future growth would include increasing the wireless capability and digitizing our bells and clock system. The network costs include the costs for connecting to the Internet by our XDATA connection

Maintenance and service costs are used when the technology coordinator is not available or is unable to fix the problem. There are various local vendors used for networking issues, PC issues, printer problems, and technology recommendations.

Software covers the needs for upgraded software as well as changes due to curriculum changes. Approximately every three years we upgrade the Microsoft products to the latest versions. We also

monitor the acceptability of the other software products used within our school for appropriateness and effectiveness.

License agreements are currently in place for the library collection, antivirus upgrades, and auditing software. They are maintained on a yearly basis.

Professional Development costs include additional training for teachers to learn new techniques using technology as well as training for the full-time technology coordinator. This coordinator's duties include, but are not limited to, repairing PC's, training for staff, and answering questions from administrators. Teachers are encouraged to take courses that address the issues of integrating technology into the curriculum.

The hardware has a replacement rate for computers as follows:

- Desktop and associated hardware – replaced every 4 years on a rotation basis with the oldest being replaced first.
- Software is updated depending on release updates and maintenance agreements
- Printers, network hubs and switches are replaced on an as needed basis

Funding for this budget comes from approved capital budget savings and operating revenue. The first five items listed in the above budget listing are funded from operating revenues. The remainder are funded from savings within the capital budget. Whenever possible, purchases are made from grants, corporate donations and private donations freeing up operating and capital funds.

The above budget is reviewed yearly prior to acceptance of the school operating budget. With the acceptance of the school operating budget, the above recommendations are adjusted accordingly.

The above budget process is based on a model represented in the Consortium for School Networking (CoSN) Total Cost of Ownership (TCO) model located at www.classroomtco.org.

K. Coordination of Resources

Strategies that will be employed to coordinate state and local resources to implement activities and acquisitions prescribed in the technology plan.

A financial plan for long-term investment and sustainability, including coordination and leveraging through local, state, and federal programs has been developed. The school has developed a replacement program that has been funded by capital monies that were saved in earlier years. The budget is set for 25% replacement of all computers.

Alternative funding sources such as grants are identified. Annually, grants are written to programs such as Grand Rapids Foundation and the use of Title VI monies. Other grants such as Citicorp, Inc, Paul Newman Inc, Sony Inc, Ameritech STAR program, and other sources are reviewed and submitted in a timely manner.

Used equipment from government sources and surplus leasing organizations are also investigated. The technology coordinator receives notification of that equipment and decides when, if needed, such purchases are warranted.

The technology coordinator and/or the principal oversee all of the grant proposals for continuity and elimination of duplication from more than one request/teacher. This helps to create a team approach

to grant requests and the enhancement of student education. The principal, teachers, staff, special needs teachers, and/or technology coordinator talk regularly at meetings discussing ideas for grant requests or other opportunities that they learn about and try to incorporate into the classroom.

When a grant is received, an announcement to all of the teachers and staff is made either verbally or in written form.

MONITORING AND EVALUATION

L. Strategies that the district will use to evaluate the extent to which activities are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging State academic standards.

Every year teachers are required to make one of their professional goals related to integration of technology into the curriculum. This is written and reviewed with the school principal during their goal setting meeting held in September of the school year. This goal is then reviewed once in January and any mid-course corrections are made at that time. This goal is reviewed for second time in June to determine the success/failure of the goal. These goals can range from integrating technology into the classroom/curriculum or more of a personal nature such as incorporating email as newsletters or creating web pages for others to use.

If a goal is not met, then the principal and the teacher determine the best way to accomplish the goal in the next year. Sometimes additional training is required or assistance from the technology coordinator is requested.

Every other month at the School Improvement meeting, a technology showcase is used to review existing technology within the building or to introduce new technology to the staff. Many times discussions ensue on the feasibility and usability of the equipment. Also a checkout system is used for some of the equipment so there is a track record of how the different equipment is used/not used.

On months where there is no technology showcase at the School Improvement meeting, best practices are discussed. This is a sharing forum with all of the teachers and staff so ideas are shared.

As for the student's goals, they receive grades from computer class in each marking period. These grades reflect their ability to successfully complete each assignment.

M. Acceptable Use Policy

Strategies are in place to monitor the district's Acceptable Use Plan for staff and student use of the technologies.

An Acceptable Use Policy is in place and is signed annually by all students and parents. This same policy is signed by all staff and faculty when they begin their employment at St. Thomas. A copy of the AUP is available on our website at www.stthomasgr.org/docs/aup/aup.htm. See Attachment A.

The AUP is reviewed on a yearly basis and revised as necessary. Our Education Commission must give their approval to any policy changes.

The AUP also recognizes existing federal requirements for privacy and Internet safety such as The Child Internet Protection Act (CIPA).

The process for reviewing disciplinary actions under the AUP is in development. There is the process in place to review and revise the AUP through procedures that are dictated in our school handbook. Training and support of the AUP is made available on an as needed basis.

We do not currently have a computer violation form in place for those students who violate the AUP or other technology rules. This needs to be developed and accepted by the Education Commission, Principal, Assistant Principal, and Technology Coordinator. This will be pursued during the 2007/2008 school year.

Attachment A ACCEPTABLE USE POLICY FOR ST. THOMAS THE APOSTLE SCHOOL

GENERAL

Students are responsible for good behavior on the Internet as they are in a classroom or a school corridor.

The Internet is provided for students to conduct research and communicate with others. Parents' permission is required. Remember that access is a privilege, not a right and that access requires responsibility.

Individual users of the Internet are responsible for their behavior and communications over the network. It is presumed that users will comply with school standards and will honor the agreements they have signed.

Computer storage devices and areas will be treated like school lockers. Staff may review files and communications to insure that users are using the system responsibly. Users should not expect that files stored on servers or disks would always be private.

During school, teachers will guide students toward appropriate materials. To the best of the staff's ability, and with the use of software filter restrictions, the teachers will oversee and guide students toward the appropriate material. Outside of the school, families will oversee and guide the Internet access of their children as such software filter restrictions may not be present as home or at other sites.

The following are not permitted:

1. Sending or displaying offensive messages or pictures.
2. Using obscene language.
3. Harassing, insulting or attacking others.
4. Damaging computers, computer systems or computer networks.
5. Violating copyright laws.
6. Using others' folders, work or files
7. Intentionally wasting limited resources
8. Searching, viewing or retrieving materials that are not related to school work, community service, employment or further education (thus, searching or viewing sexually explicit, profane, violent or promoting illegal materials is not permitted)
9. Subscription to any service or ordering of any goods or services.
10. Sharing of students' home address or any other information,
11. Playing games or using other interactive sites such as chats, MUDs and MOOs unless specifically assigned by a teacher.
12. Any activity that violates a school rule or a local, state or federal law.

If a student has any questions about whether a specific activity is permitted, he or she should ask a teacher or administrator. If a student accidentally accesses inappropriate material, he or she should back out of that information at once.